



Healthy Lifestyle Campaign 2003

Prime and Supportive Messages Manual

Be Healthy For Life



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1. Introduction

1.1 Healthy Lifestyle Campaign 1991 - 2002

The Healthy Lifestyle Campaign of the Ministry of Health began in 1991 as a response to the recognition of the central role that lifestyle plays in health and disease. The campaign was launched on the 25th May 1991 with the first theme ie cardiovascular diseases.

The short and medium-term objectives of the campaign were (a) to increase the awareness and knowledge of the Malaysian public about diseases that arise as a result of unhealthy lifestyles and, (b) to motivate them to adopt health-promoting practices and lifestyle. The long-term objective is the result of these changes, that is, in the lowering of morbidity and mortality rates from lifestyle-related diseases.

The campaign was carried out in two phases, each running over six years with six annual themes. Phase I from 1991 - 1996, had themes that were disease-oriented as follows :

Cardiovascular Diseases	1991
AIDS/STD Prevention and Control	1992
Food Hygiene	1993
Promotion of Child Health	1994
Cancer	1995
Diabetes	1996

For each of these themes the lifestyle risk factors such as unhealthy eating, lack of physical activity, cigarette smoking and stress were the main messages given to the public.

Phase II of the campaign focused on the specific behaviors and their long-term effects on lifestyles. This approach was to provide knowledge and to facilitate the enhancement of skills for people to adopt the healthy behavior. The themes for this phase were as follows :

Healthy Eating	1997
Exercise and Physical Fitness	1998
Safety and Prevention of Injuries	1999
Mental Health	2000
Healthy Family	2001
Healthy Environment	2002

1.2 Healthy Lifestyle Campaign 2003

The current healthy lifestyle campaign which will end in the year 2002 with the theme `Promotion of a Healthy Environment' will be continued with the aim of promoting health behavioural changes so that Malaysians can attain better health.

Under the overall theme of `Be healthy for life', the focus will be on 4 basic elements that are relevant and central to this concept of `healthy lifestyle' as follows :

- i. Healthy eating
- ii. Exercise and physical activities
- iii. Not smoking
- iv. Handling stress

The theme 'Be Healthy For Life' will be the unifying common theme for the campaign in subsequent years. 'Be Healthy For Life' reflects the campaign's emphasis and focus on the action that people can take to promote their own health. It also embodies the underlying concept in health promotion that people can be empowered to take action on the determinants of health. Each annual campaign will focus on one particular setting and its inhabitants.

Use of the Manual on Prime and Supportive Messages

This manual contains the main messages, supporting messages and supporting information on healthy lifestyle and the 4 elements of the Healthy Lifestyle Campaign 2003, namely :-

Section 1 : Healthy Lifestyle

Section 2 : Healthy Eating

Section 3 : Physical Activity

Section 4 : Not Smoking

Section 5 : Handling Stress

Each prime message contains the key or main message concerning the topic. The supportive messages elaborates further on the prime message whereas the supportive information clarifies and explains in greater detail the supportive messages. There are main messages and supporting messages in the manual.

The Manual on Prime and Supportive Messages serves as a reference and can be used as a guide by the staff of the Ministry of Health or other agencies in carrying out their educational activities such as talks, discussions or dialogues.

Section 1



Healthy Lifestyle

HEALTHY LIFESTYLE

PRIME MESSAGES

1. *Healthy lifestyle improves your health and gives you a sense of well-being.*

1. HEALTHY LIFESTYLE IMPROVES YOUR HEALTH AND GIVES YOU A SENSE OF WELL-BEING.

1.1 Healthy lifestyle is the regular pattern of human behaviour which can influence a person's health.

The lifestyle of a particular person or group of people is the living conditions, behaviours, and habits that are typical of them or are chosen by them. (Collins Cobuild Learner's Dictionary, 1996). Behaviour refers to the way a person does things whereas habit refers to something that is often or regularly carried out by a person. Putting all these terms together in the context of a "healthy lifestyle", they refer to :

- How people live or the manner in which they conduct their lives which can influence their health status and well-being.
- Healthy habits and behaviours that characterize the daily, normal lives of people.

These habits and behaviours can be imposed on persons through social norms, peer pressure or regulations, or adopted by them voluntarily.

Behaviours which can influence a person's health are what one eats, drinks, whether he/she is smoking or not, how one keeps fit and trim

and copes with stress. For example, when you smoke, you are taking in harmful substances into your body which will damage your health. When you exercise, you are moving towards better health because exercise helps you to improve your fitness, strength and stamina as well as helps to control your weight.

1.2 Unhealthy lifestyle increases your risk of getting certain diseases.

Many people in modern, sophisticated and affluent societies such as ours have developed unhealthy lifestyle practices perhaps due to several factors. This include factors such as rapid development, economic progress resulting in people having more disposable income and consequently more money to spend, automation and the attendant sedentary lifestyle, easy availability of fast food and unhealthy substances like cigarettes and the influence of advertising and peer groups. Consequently, we are now experiencing a rising trend of unhealthy lifestyle practices among our population, such as cigarette smoking, eating unhealthy diets, drug abuse, alcohol abuse and inadequate exercise or not exercising at all. These unhealthy practices increase your risk of getting diseases like cardiovascular diseases, hypertension, diabetes and certain types of cancer.

1.3 Everyone should practise a healthy lifestyle regardless of age.

- A healthy lifestyle is an asset for daily living whether we are young or old. We need to achieve and maintain good health so that we can carry out our daily activities easily and to the best of our ability. Good health helps us to be productive and enables us to enjoy life to the fullest. The key to good health throughout life is to practise a healthy lifestyle which includes exercising, not smoking, eating healthily and learning to handle stress.

A healthy lifestyle :-

- Improves your health status.
- Reduces your risk for heart attack, stroke and high blood pressure.
- Makes you look and feel better about yourself.
- Enables you to have more stamina and energy to enjoy life.

Section

2



Healthy Eating

EAT HEALTHILY

PRIME MESSAGES

1. *Enjoy a variety of food*
2. *Eat nutritious food*
3. *Choose clean and safe food*
4. *Eat on a regular basis*
5. *Ensure healthy weight*

1. ENJOY A VARIETY OF FOOD

- 1.1 Variety of food supplies all the nutrients you need
- 1.2 Choose daily a combination of food based on the food pyramid
- 1.3 Choose nutritious foods

2. EAT FOOD THAT ARE NUTRITIOUS

- 2.1 Enjoy more fruits and vegetables
- 2.2 Drink 6 to 8 glasses of water a day
- 2.3 Choose food low in sugar, salt and fat

3. CHOOSE CLEAN AND SAFE FOOD

- 3.1 Choose clean and safe food
- 3.2 Wash hands before and after handling food and eating, and after going to the toilet

4. EAT ON A REGULAR BASIS

- 4.1 Start the day with a good breakfast

- 4.2 Have breakfast, lunch and dinner daily
- 4.3 Choose nutritious snacks

5. ENSURE HEALTHY WEIGHT

- 4.1 Weigh yourself regularly
- 4.2 Know whether you are underweight or overweight
- 4.3 Achieve healthy body weight for good health

1. ENJOY A VARIETY OF FOOD

1.1 Variety of food supplies all the nutrients you need.

Food is essential for life. Food is the source of energy and nutrients your body needs to grow and develop, to move, work, play, think and learn. Obtaining the nutrients the body needs depends on the amount and the variety of food we eat daily.

Healthy diets should contain the right balance of carbohydrate, fat, protein, vitamins and minerals needed to promote health and prevent nutritional deficiencies, such as iron deficiencies or excessive intake which could lead to obesity and other chronic diseases. It is a part of a full and productive lifestyle.

Such diets are obtained from a variety of foods that are available, affordable and enjoyable. Different foods contain different mixtures of protein, carbohydrate, fat, vitamins and minerals. Some foods have more of certain nutrients than others. Iron, for example, can be found in red meat, liver, seafood and eggs. Eating food rich in iron will help to prevent iron deficiency which is the most common form of nutritional deficiency among young children. The symptoms of iron deficiency include tiredness, poor stamina and concentration, lethargy, reduced exercise performance and frequent infections.

Eating a variety of food ensures our body gets all the nutrients needed. Eat a little of every food but not too much of one type of food. No food needs to be totally excluded from our diet except for specific medical reasons.

1.2 Choose daily a combination of food based on the Food Pyramid

Foods are grouped based on the major nutrient content and their functions. There are five main groups of food placed at 4 different levels of the Food Pyramid. This is to help us in balancing the intake of various foods in our daily diet.

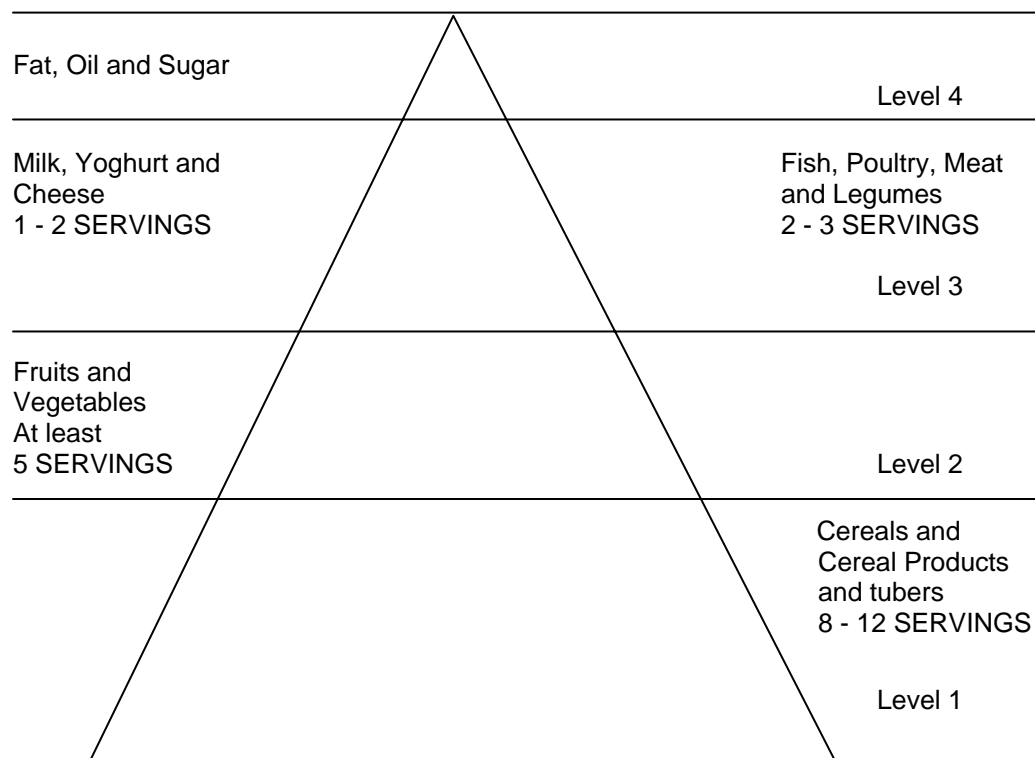
Level 1 : Cereals and Cereal Products and Tubers Group
[Eat most]

Level 2 : Fruit and Vegetables Group
[Eat more]

Level 3 : Fish, Poultry, Meat and Legumes Group
and
Milk and Dairy Products Group
[Eat moderately]

Level 4 : Fat, Oil and Sugar Group
(the tip of the pyramid) [Eat least]

FOOD PYRAMID



Serving size

All the servings listed below have similar nutrient contents for the group and are interchangeable within the same group.

One serving of cereals and cereal products and tubers

- 1 slice wholemeal bread
- 1/2 cup cooked rice
- 1/2 cup soaked *bihun/mee/pasta*
- 1/2 chapatti
- 1 cup plain rice porridge
- 1/2 cup ready to eat breakfast cereal
- 1 medium size potato
- 3 plain biscuits - cream crackers

One serving of vegetables

- Dark green leafy vegetables with edible stem
1/2 cup cooked
- Fruit/Root vegetables
1/2 cup cooked

One serving of fruits

- 1/2 medium size guava
- 1 small to medium whole orange, pear, apple
- 1 medium size banana
- 1 slice papaya, pineapple, watermelon

One serving fish, poultry, meat and legumes

- 1 medium size chicken drumstick
- 1 medium size *ikan kembong*
- 2 matchbox size lean meat
- 5 dsp headless *ikan bilis*

Note :

- 1 matchbox lean meat
- = 1 medium egg
- = 1 piece *tempeh*
- = 1 hard *taukua*
- = 2 dsp peanut butter
- = 1/2 cup dried legumes/beans
- = 4 dsp shelled small prawns

One serving dairy products
1 glass of milk
1 cup yoghurt
1 slice cheese

Foods eaten daily should come most from the base and least from the tip. Food in one group cannot replace those in others. Each food in a food group provides some but not all the nutrients you need. For good health, you need them all. However, fat, oil and sugar that form the tip of the pyramid should be taken only in small amounts to enhance the flavour of the food.

**Example of serving size in one day food intake
(1600 calories – suitable for primary school children)**

Time	Menu	Serving Size			
		Cereals	Fruits/ Vegetables	Poultry products	Milk/Dairy products
Breakfast	<ul style="list-style-type: none"> • 2 slices of bread • 1 egg (half boiled) • 1 cup of chocolate milk (2 *tbsp of full cream milk + 1 *tbsp of chocolate + 1 *tsp sugar) 	2		1	1
Tea break	<ul style="list-style-type: none"> • 3 pieces of cream crackers+ 2 tsp jam • 1 glass of milk (2 *tbsp full cream milk, 1 *tsp sugar) • 1 banana 	1	1		1
Lunch	<ul style="list-style-type: none"> • 1 cup of rice • 1 medium size fried <i>ikan kembung</i> • ½ cup of fried spinach • 1 slice of watermelon • 1 glass of syrup 	2	1 1	1	
Afternoon tea break	<ul style="list-style-type: none"> • 1 piece <i>kuih lapis</i> • 1 cup plain tea (1 * tsp of sugar) 	1			
Dinner	<ul style="list-style-type: none"> • 1 cup of rice • 1 drumstick chicken curry (medium size) • ½ cup fried kacang panjang and taufu • 1 slice of papaya 	2	1 1	1	
	Total serving size	8	5	3	2

* tbsp = table spoon, tsp = tea spoon

These serving sizes provide :

- Total calories = 1600 kcal
- Carbohydrate = 230 g (57%)
- Protein = 70g (17 %)
- Fat = 46g (26%)

To ensure our body gets all the nutrients needed, we should

- Balance food intake from the five food groups based on the Food Pyramid for **daily meals**.
- Vary food choices within each group in our meals.

1.2.1 Cereals, Cereal Products and Tubers Group

Placed at the base of the pyramid are foods that are excellent sources of complex carbohydrates, which are an important source of energy. They also contribute vitamins, minerals, fibre and some protein. Examples of this type of food are rice, noodles, bread, pasta, cereals, porridge, chapatti, thosai, biscuits and various types of tuber. Our daily meals should include the largest servings from this food group. 8 to 12 servings of food from this group are needed daily. Eat all types and choose food high in fibre whenever possible.

1.2.2 Fruits and Vegetables Group

At the second level of the Food Pyramid are fruits and vegetables. These food supply vitamins and minerals. Fruits and vegetables are also the main source of fibre which is good for digestion and to prevent constipation. A healthy menu provides more fruits and

vegetables. Choose a wide variety of fruits and vegetables. Take at least 5 servings daily.

1.2.3 Fish, Poultry, Egg, Meat and Legumes Group

Fish, poultry, egg, meat and legumes are placed at the third level of the pyramid. These foods are excellent sources of protein, B vitamins and minerals such as iron, zinc, calcium and magnesium. Eat moderate amounts and choose those with lower fat versions whenever possible. Legumes, beans and pulses are good alternatives to meat and are low in fat. Examples of legumes are soya bean and its products, beans such as red bean, black bean and dhal, and peas.

Amount of daily servings recommended are 2 to 3 servings.

1.2.4 Milk and Dairy Products Group

Milk and dairy products are placed at the same level as meat. Examples of dairy products are cheese and yoghurt. These are essential sources of calcium which is important for teeth and bone development of the children. Milk is also a good source of protein which help children to grow and develop.

Amount of daily servings recommended are 1 to 2 servings.

1.2.5 Fat, Oil and Sugar Group

Fat, oil sugar and foods high in their content are placed at the tip of the pyramid. This indicates that only the small amount is needed to

be consumed from this group. Try not to eat this often and when you do, use sparingly.

1.3 Choose nutritious foods

Nutritious food is important for school children to:

- Provide nutrients and energy for continuing growth
- Supply adequate energy and nutrients needed for active physical and mental activities
- Help maintain resistance to infections
- Provide enough stores of nutrients to meet the coming demands of growth at puberty and adolescent age

Nutritious food is food which is high in nutrients. It can be in the form of single food, example a banana or a boiled sweetcorn, or a combination of foods based on Food Pyramid, example:

- Tuna sandwich
 - bread from Level 1, provides carbohydrate
 - cucumber, salad, tomato from Level 2, provides vitamins and fibre
 - tuna from Level 3, provides protein and minerals
 - small amount of margarine from Level 4, provides fat
- *Cekodok ikan bilis*
 - flour from Level 1, provides carbohydrate
 - carrot and beansprouts from Level 2, provides vitamins, minerals and fibre
 - *ikan bilis* from Level 3, provides protein and minerals

- oil for frying from Level 4, provides fat which is high in calories
- *Popiah basah*
 - *popiah* skin from Level 1, provides carbohydrate
 - carrot, beansprouts and turnip from Level 2, provides vitamins, minerals and fibre
 - prawn and *taufu* from Level 3, provides protein and minerals
 - chilli sauce from Level 4, provides salt and sugar

2. EAT FOOD THAT ARE NUTRITIOUS

1.0 Enjoy more fruits and vegetable

Fruits and vegetables are good sources of vitamins, minerals and fibre.

Fruits and vegetables are excellent sources of vitamin C, vitamin E, carotenoids, including those which form vitamin A and folate. The antioxidant nutrients found in fruits and vegetable, e.g. vitamin C and carotenoids are potentially beneficial in reducing the risk of some cancers. To conserve nutrients, do not overcook vegetables. Fruits should be eaten fresh.

Minerals such as potassium, found in a wide variety of vegetables and fruits may help reduce the risk of high blood pressure.

Most fruits and vegetables are naturally low in fat and provide many essential nutrients and other food component like fibre, which are important for health. Besides fruits and vegetables, fibre can be obtained from wholemeal products such as wholemeal bread or biscuits and legumes such as dhal, peas and beans. Fibre makes you feel full easily,

thus avoid overconsumption at mealtime. It is also helpful to prevent constipation.

2.0.0 Eat a variety of fruits

- Choose citrus fruit such as orange and lime, guava, melons, honeydew or papaya regularly.
- Choose fruit as dessert or snack.
- Drink unsweetened fruit juices.

3.0.0 Eat a variety of vegetables

- Choose dark-green leafy vegetable such as *bayam*, *kangkung* and *sawi* often
- Choose deep-yellow vegetable such as *lobak merah*, and *tomato* often.
- Eat starchy vegetables, such as potatoes, keledak and *labu kuning*.
- Also select other vegetables such as *terung*, kacang *bendi*, kacang *panjang*, kacang *buncis* and *taugeh*.
- Include fresh vegetables such as salad and *ulam* at mealtimes.
- Prepare and serve vegetables with little or no fat such as blanch, steam, stir fry and microwave.

4.0 Drink 6 to 8 glasses of water a day

Water is necessary for proper functioning of the body. Children naturally are very active, they need water to replace fluid losses as sweat. The daily requirement for water is about 2 1/2 litres, of which 1 litre is from food and 1 1/2 litres from drinks.

5.0.0 Drink more plain water

Drink 6 to 8 glasses of water which may include plain water, milk, soya bean milk and unsweetened fruit juice. However, choose plain water more frequently.

6.0.0 Reduce intake of sweetened and carbonated drinks

It is advisable to take plain water rather than sweetened and carbonated drinks to avoid unnecessary calories and food colours.

7.0 Choose food low in sugar, salt and fat

Good eating habits start young. Eating too much food high in sugar, salt and fat is not good for your health. Too much sugar can lead to dental caries and overweight. Frequent consumption of food high in fat can lead to excessive calorie intake leading to overweight. Too much salt can increase the risk of hypertension.

Limit foods and drinks such as sweets, candies, chocolates, sweetened and sugary foods such as creamy biscuits or cakes, carbonated drinks, syrup; deep fried foods such as hot dog and *tongkeng ayam*; processed food such as crisps, burger meat and salted and sweetened preserved tit-bits such as *asam boi* and *jeruk*

Eat more of fresh fruits, crunchy fresh vegetables and baked or steamed food such as bread, *pau*, *popia basah*, and food prepared with less fat such as *bihun* soup and *laksa asam*.

1. CHOOSE CLEAN AND SAFE FOOD

2.0 Choose clean and safe food

Food and water are essential to life, but they may also carry disease-causing organisms like bacteria, virus and parasites or harmful chemical substances. It is therefore important to be careful when preparing and serving meals to prevent food poisoning or food-borne diseases such as cholera, typhoid and dysentery. It is also important to buy food only from hygienic food premises and handlers.

3.0.0 Ensure clean and safe food

Clean and safe food starts from selection of fresh raw materials, hygienic preparation and serving. Ensure cooked food are:

- Properly covered
- Well-packed, using proper packing material (banana leaf, heat resistant plastic bag, food containers), but not newspaper or any printed paper
- Stored at the right temperature.

When buying canned or packaged food, make sure it is in a good condition. Do not buy food in rusted, dented or bulging cans, or spoiled packages. Check on the expiry date. Make sure the food has not exceeded its expiry date. Expiry date is the period after which the safety and quality of food is not assured.

Learn to read labels to make sure that the food you buy is nutritious and safe to eat.

4.0.0 Choose and eat in clean eating places

When buying food or eating out, choose outlets that :

- Are located away from busy and dusty roadside, free from stray animals, flies, dust, cockroaches and rodents.
- Have the basic amenities such as clean water supply, hand wash basin, electricity, proper drainage, garbage bins and toilets.
- Are properly ventilated and well lit.
- Have clean and proper food utensils.
- Have food handlers who practise good personal hygiene.
- Keep cooked food covered and use tongs and ladles to serve food.

5.0 Wash hands before and after handling food and eating, and after going to the toilet.

7 steps to proper hand washing:

1. Wash hands with soap and clean water.
2. Scrub your palms.
3. Scrub each and every finger and also the areas between them.
4. Scrub your nails on your palm.
5. Rub the back of your hands.
6. Wash hands with sufficient clean water.
7. Dry your hands with a clean, dry towel, handkerchief or tissue paper.

6. EAT ON A REGULAR BASIS

7.0 Start the day with a good breakfast

Breakfast is a very important meal. It helps to refuel the body after a long night without food. Studies have shown that students who skip breakfast are more likely to be unattentive, careless and lacking in concentration power.

A good breakfast should contain some protein and carbohydrate food, preferably with fibre too. Easy to prepare breakfast include cereal with milk, egg, tuna or sardine sandwiches or wholemeal bread with peanut butter. Mixed porridge and soup noodles can be good cooked breakfast too. Occasionally, local favourites served healthily such as fried noodles with vegetables and prawn, meat or chicken, or *nasi lemak* served with blanched *kangkung* together with boiled egg can be included too.

If you are in a hurry, pack the breakfast and eat in the bus or car on the way to school, or have breakfast in the school canteen. Invite friends to have breakfast together before class starts. If this habit has been established, you may even start a “Breakfast Club” in your school.

8.0 Have breakfast, lunch and dinner daily

Good eating practices include having three main meals in a day, i.e start the day with breakfast, lunch at midday and dinner at late evening.

Skipping meals can lead to out-of-control hunger, often resulting in consuming poor nutritious foods such as sweets and artificial flavoured crisps. When you are very hungry, you tend to forget about good nutrition and may overeat at subsequent meals. Habit of skipping meals can also

cause stomach discomfort, loss of appetite and in the long term can cause gastric.

9.0 Choose nutritious snacks

Take nutritious snacks between meals, but do not eat too much and too close to the main mealtime. The main meals are still the most important meals to provide the nutrients you need for growth and development.

Time for snacks are usually at mid-morning, mid-afternoon and if necessary before bed. Size of snacks depends on length of time between main meal, physical activity and total energy requirement to avoid underweight or overweight. An overweight child may need only a glass of low fat milk or a piece of fruit, whereas an underweight child may require a milk-based drink and a currypuff.

Ideas of healthy snacks are milk and dairy products such as yoghurt and cheese, *tauhu sumbat*, *taufufa*, boiled chickpeas or sweetcorn, fresh fruits and *kuih* such as *apam* and *pau*. Snacks such as creamy biscuits, cakes, *keropok* and crisps are high in fat and can be taken occasionally.

Having had a good breakfast, a light snack during recess time would suffice until lunch. Choose nutritious foods and drinks such as sandwiches, nuts, buns, *biskut tawar*, boiled eggs, fruits, milk and soya bean milk.

For those who do not have appetite in the early morning for substantial breakfast, heavier snacks during recess time are essential to fill hungry stomach and provide needed nutrients and energy. This include fried rice, *roti canai*, *tosai* and *mi siam*.

If you need to pack snacks for school, choose healthy food such as sandwiches, biscuits, fruits and UHT milk-based drinks. Do not forget to bring along a bottle of plain water.

5. ENSURE HEALTHY WEIGHT

5.1 Measure your height and weigh yourself regularly

Body weight can influence health status. It is important to know your body weight from time to time. Weigh yourself and measure your height at least twice a year.

5.2 Know whether you are underweight or overweight

The status of bodyweight and height can be assessed using the WHO Classification of Children Weight for Height according to gender. **(Appendix 1)**

Classification of Children Growth Status

<u>Percentage of standard bodyweight</u>		<u>Growth status</u>
> 120%	-	Obese/fat
100% - 120%	-	Overweight
90% - 100%	-	Normal weight
80% - 90%	-	Underweight
<80%	-	Severely underweight

5.3 Achieve healthy bodyweight for a good health

Healthy bodyweight should be achieved and maintained for health throughout life. This can be achieved by balancing the food intake with physical activity. If a child is underweight, he should try to achieve his healthy bodyweight by increasing the intake of nutritious food. If he is

overweight, he should increase his physical activity. Sedentary activity or low activity level such as watching television, playing computer games and too much sleep at day time should be reduced, while active physical activity such as playing badminton, football, cycling and brisk walking should be increased.

APPENDIX 1

CLASSIFICATION OF CHILDREN WEIGHT FOR HEIGHT (MALE)

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
100.0	12.6	14.1	15.7	17.3	18.8
100.5	12.7	14.3	15.9	17.5	19.1
101.0	12.8	14.4	16.0	17.2	19.2
101.5	13.0	14.6	16.2	17.8	19.4
102.0	13.0	14.7	16.3	17.9	19.6
102.5	13.1	14.8	16.4	18.0	19.7
103.0	13.3	14.9	16.6	18.3	19.9
103.5	13.4	15.0	16.7	18.4	20.0
104.0	13.5	15.2	16.9	18.6	20.3
104.5	13.6	15.3	17.0	18.7	20.4
105.0	13.7	15.4	17.1	18.8	20.5
105.5	13.8	15.6	17.3	19.0	20.8
106.0	13.9	15.7	17.4	19.1	20.9
106.5	14.1	15.8	17.6	19.4	21.1
107.0	14.2	15.9	17.7	19.5	21.2
107.5	14.3	16.1	17.9	19.7	21.5
108.0	14.4	16.2	18.0	19.8	21.6
108.5	14.5	16.4	18.2	20.0	21.8
109.0	14.6	16.5	18.3	20.1	22.0
109.5	14.8	16.7	18.5	20.4	22.2
110.0	14.9	16.8	18.7	20.6	22.4
110.5	15.0	16.9	18.8	20.7	22.6
111.0	15.2	17.1	19.0	20.9	22.8
111.5	15.3	17.2	19.1	20.0	22.9
112.0	15.4	17.4	19.3	21.2	23.2
112.5	15.6	17.5	19.5	21.5	23.4
113.0	15.7	17.6	19.6	21.6	23.5
113.5	15.8	17.8	19.8	21.8	23.8
114.0	16.0	18.0	20.0	22.0	24.0
114.5	16.2	18.2	20.2	22.2	24.2
115.0	16.2	18.3	20.3	22.3	24.4
115.5	16.4	18.5	20.5	22.6	24.6
116.0	16.6	18.6	20.7	22.8	24.8
116.5	16.7	18.8	20.9	23.0	25.1
117.0	16.9	19.0	21.1	23.2	25.3
117.5	17.0	19.1	21.1	23.3	25.4
118.0	17.1	19.3	21.4	23.5	25.7
118.5	17.3	19.4	21.6	23.8	25.9
119.0	17.4	19.6	21.8	24.0	26.2
119.5	17.6	19.8	22.0	24.2	26.4

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
120.0	17.8	20.0	22.2	24.4	26.6
120.5	17.9	20.2	22.4	24.6	26.9
121.0	18.1	20.3	22.6	24.9	27.1
121.5	18.2	20.5	22.8	25.1	27.4
122.0	18.4	20.7	23.0	25.3	27.6
122.5	18.6	20.9	23.3	25.5	27.8
123.0	18.7	21.1	23.4	25.7	28.1
123.5	18.9	21.2	23.6	26.0	28.3
124.0	19.1	21.5	23.9	26.3	28.7
124.5	19.3	21.7	24.1	26.5	28.9
125.0	19.4	21.9	24.3	26.7	29.2
125.5	19.6	22.1	24.5	27.0	29.4
126.0	19.8	22.3	24.8	27.3	29.8
126.5	20.0	22.5	25.0	27.5	30.0
127.0	20.2	22.7	25.2	27.7	30.2
127.5	20.4	22.9	25.5	28.1	30.6
128.0	20.6	23.1	25.7	28.3	30.8
128.5	20.8	23.4	26.0	28.6	31.2
129.0	21.0	23.6	26.2	28.8	31.4
129.5	21.2	23.9	26.5	29.2	31.8
130.0	21.4	24.1	26.8	29.5	32.2
130.5	21.6	24.3	27.0	29.7	32.4
131.0	21.8	24.6	27.3	30.0	32.8
131.5	22.1	24.8	27.6	30.4	33.1
132.0	22.2	25.0	27.8	30.6	33.4
132.5	22.5	25.3	28.1	30.9	33.7
133.0	22.7	25.6	28.4	31.2	34.1
133.5	23.0	25.8	28.7	31.6	34.4
134.0	23.2	26.1	29.0	31.9	34.8
134.5	23.4	26.4	29.3	32.2	35.2
135.0	23.7	26.6	29.6	32.6	35.5
135.5	23.9	26.9	29.9	32.9	35.9
136.0	24.2	27.2	30.2	33.2	36.2
136.5	24.5	27.5	30.6	33.7	36.7
137.0	24.7	27.8	30.9	34.0	37.1
137.5	25.0	28.1	31.2	34.3	37.4
138.0	25.3	28.4	31.6	34.8	37.9
138.5	25.5	28.7	31.9	35.1	38.3
139.0	25.8	29.1	32.3	35.5	38.8
139.5	26.1	29.3	32.6	35.9	39.1

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
140.0	26.4	29.7	33.0	36.3	39.6
140.5	26.6	30.0	33.3	36.6	40.0
141.0	27.0	30.3	33.7	37.1	40.4
141.5	27.3	30.7	34.1	37.5	40.9
142.0	27.6	31.1	34.5	38.0	41.4
142.5	27.8	31.3	34.8	38.3	41.8
143.0	28.2	31.7	35.2	38.7	42.2
143.5	28.5	32.0	35.6	39.2	42.7
144.0	28.9	32.5	36.1	39.7	43.3
144.5	29.2	32.9	36.5	40.2	43.8
145.0	29.5	33.2	36.9	40.6	44.3
146.0	30.0	33.8	37.5	41.3	45.0
148.0	31.0	34.8	38.7	42.6	46.4
150.0	32.3	36.4	40.4	44.4	48.5
152.0	33.4	37.5	41.7	45.9	50.0
154.0	34.8	39.2	43.5	47.9	52.2
156.0	35.9	40.4	44.9	49.4	53.9
158.0	36.8	41.4	46.0	50.6	55.2
160.0	38.0	42.8	47.5	52.3	57.0
162.0	39.5	44.5	49.4	54.3	59.3
164.0	40.7	45.8	50.9	56.0	61.1
166.0	42.3	47.6	52.9	58.2	63.5
168.0	43.8	49.2	54.7	60.2	65.6
170.0	45.2	50.9	56.5	62.2	67.8
172.0	46.6	52.5	58.3	64.1	70.0
174.0	48.0	54.0	60.0	66.0	72.0
176.0	49.4	55.5	61.7	67.9	74.0
178.0	50.6	56.9	63.2	69.5	75.8
180.0	52.0	58.5	65.0	71.5	78.0
182.0	53.5	60.2	66.9	73.6	90.3
184.0	55.2	62.1	69.0	75.9	82.8
186.0	56.9	64.0	71.1	78.2	85.3

CLASSIFICATION OF GROWTH STATUS

> 120%	- O (Obese/Fat)
100% to 120%	- A (Overweight)
90% to 100%	- B (Normal)
80% to 90%	- C (Underweight)
< 80%	- D (Severely underweight)

APPENDIX 2

CLASSIFICATION OF CHILDREN WEIGHT FOR HEIGHT (FEMALE)

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
100.0	12.3	13.9	15.4	16.9	18.5
100.5	12.4	14.0	15.5	17.1	18.6
101.0	12.5	14.1	15.6	17.2	18.7
101.5	12.6	14.2	15.8	17.4	19.0
102.0	12.7	14.3	15.9	17.5	19.1
102.5	12.8	14.4	16.0	17.6	19.2
103.0	12.9	14.6	16.2	17.8	19.4
103.5	13.0	14.7	16.3	17.9	19.6
104.0	13.2	14.8	16.5	18.2	19.8
104.5	13.3	14.9	16.6	18.3	19.9
105.0	13.4	15.0	16.7	18.4	20.0
105.5	13.5	15.2	16.9	18.6	20.3
106.0	13.6	15.3	17.0	18.7	20.4
106.5	13.7	15.5	17.2	18.9	20.6
107.0	13.8	15.6	17.3	19.0	20.8
107.5	14.0	15.7	17.5	19.3	21.0
108.0	14.1	15.8	17.6	19.4	21.1
108.5	14.2	16.0	17.8	19.6	21.4
109.0	14.3	16.1	17.9	19.7	21.5
109.5	14.5	16.3	18.1	19.9	21.7
110.0	14.6	16.4	18.2	20.0	21.8
110.5	14.7	16.6	18.4	20.2	22.1
111.0	14.9	16.7	18.6	20.5	22.3
111.5	15.0	16.8	18.7	20.6	22.4
112.0	15.1	17.0	18.9	20.8	22.7
112.5	15.2	17.1	19.0	20.9	22.8
113.0	15.4	17.3	19.2	21.2	23.0
113.5	15.5	17.5	19.4	21.3	23.3
114.0	15.6	17.6	19.5	21.5	23.4
114.5	15.8	17.7	19.7	21.7	23.6
115.0	15.9	17.9	19.9	21.9	23.9
115.5	16.1	18.1	20.1	22.1	24.1
116.0	16.2	18.3	20.3	22.3	24.4
116.5	16.3	18.4	20.4	22.4	24.5
117.0	16.5	18.5	20.6	22.7	24.7
117.5	16.6	18.7	20.8	22.9	25.0
118.0	16.8	18.9	21.0	23.1	25.2
118.5	17.0	19.1	21.2	23.3	25.4
119.0	17.1	19.3	21.4	23.5	25.7
119.5	17.3	19.4	21.6	23.8	25.9

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
120.0	17.4	19.6	21.8	24.0	26.2
120.5	17.6	19.8	22.0	24.2	26.4
121.0	17.8	20.0	22.2	24.4	26.6
121.5	18.0	20.3	22.5	24.8	27.0
122.0	18.2	20.4	22.7	25.0	27.2
122.5	18.3	20.6	22.9	25.2	27.5
123.0	18.5	20.8	23.1	25.4	27.7
123.5	18.7	21.1	23.4	25.7	28.1
124.0	18.9	21.2	23.6	26.0	28.3
124.5	19.1	21.5	23.9	26.3	28.7
125.0	19.3	21.7	24.1	26.5	28.9
125.5	19.4	21.9	24.3	26.7	29.2
126.0	19.7	22.1	24.6	27.1	29.5
126.5	19.9	22.4	24.9	27.4	29.9
127.0	20.1	22.6	25.1	27.6	30.1
127.5	20.3	22.9	25.4	27.9	30.5
128.0	20.6	23.1	25.7	28.3	30.8
128.5	20.7	23.3	25.9	28.5	31.1
129.0	21.0	23.6	26.2	28.8	31.4
129.5	21.2	23.9	26.5	29.2	31.8
130.0	21.4	24.1	26.8	29.5	32.3
130.5	21.7	24.4	27.1	29.8	32.5
131.0	21.9	24.7	27.4	30.1	32.9
131.5	22.2	24.9	27.7	30.5	33.2
132.0	22.4	25.2	28.0	30.8	33.6
132.5	22.7	25.6	28.4	31.2	34.1
133.0	23.0	25.8	28.7	31.6	34.4
133.5	23.2	26.1	29.0	31.9	34.8
134.0	23.5	26.5	29.4	32.3	35.3
134.5	23.8	26.7	29.7	32.7	35.6
135.0	24.1	27.1	30.1	33.1	36.1
135.5	24.3	27.4	30.4	33.4	36.5
136.0	24.6	27.7	30.8	33.9	37.0
136.5	24.9	28.2	31.3	34.2	37.3
137.0	25.2	28.3	31.5	34.7	37.8
138.0	25.3	28.4	31.6	34.8	37.9
140.0	25.7	28.9	32.1	35.3	38.5
142.0	27.0	30.3	33.7	37.1	40.4
144.0	28.6	32.2	35.8	39.4	43.0
146.0	30.4	34.2	38.0	41.8	45.6

HEIGHT (cm)	% STANDARD OF WEIGHT (kg)				
	80%	90%	100%	110%	120%
148.0	31.0	36.0	40.0	44.0	48.0
150.0	33.4	37.6	41.8	46.0	50.2
152.0	34.8	39.6	43.5	47.9	52.2
154.0	36.2	40.7	45.2	49.7	54.2
156.0	37.5	42.2	46.9	51.6	56.3
158.0	38.8	43.7	48.5	53.4	58.2
160.0	39.8	44.8	49.8	54.8	59.8
162.0	41.0	46.1	51.2	56.3	61.4
164.0	42.0	47.3	52.5	57.8	63.0
166.0	43.2	48.6	54.0	59.4	64.8
168.0	44.7	50.3	55.9	61.5	67.1
170.0	45.7	51.4	57.1	62.8	68.5
172.0	46.5	52.3	58.1	63.9	69.7
174.0	47.5	53.5	59.4	64.3	71.3

CLASSIFICATION OF WEIGHT FOR HEIGHT

> 120%	-	O (Obese/Fat)
100% to 120%	-	A (Overweight)
90% to 100%	-	B (Normal)
80% to 90%	-	C (Underweight)
< 80%	-	D (Severely underweight)

Source : Table of Weight for Height Students Record Book Ministry of Education Malaysia

Section

3



Physical Activity

PHYSICAL ACTIVITY

PRIME MESSAGES

1. *Living fit and active is important for a healthy body*
2. *Do physical activities for fitness and health*
3. *Do physical activities every day through out your life*

1. LIVING FIT AND ACTIVE IS IMPORTANT FOR A HEALTHY BODY

- 1.1 We should be thankful to god for enabling us to move freely
- 1.2 Healthy body, healthy mind
- 1.3 Leading a physically active life style protects us from diseases
- 1.4 It is important to do physical activity sufficiently every day
- 1.5 Physical activity provides many benefits towards health.
- 1.6 Guidelines for carrying out physical activity correctly and safely
- 1.7 Exercise helps us to be physically fit

2. DO PHYSICAL ACTIVITIES FOR FITNESS AND HEALTH

- 2.1 Movement and Moving
- 2.2 Movement on the spot
- 2.3 Movement with equipment
- 2.4 Exercise
- 2.5 Taking part in sport
- 2.6 Recreational activities

3. DO PHYSICAL ACTIVITIES EVERY DAY THROUGH OUT YOUR LIFE

- 3.1 Make physical activities part of your daily life

1. LIVING FIT AND ACTIVE IS IMPORTANT FOR A HEALTHY BODY

1.1 We should be thankful to god for enabling us to move freely

- Physical movements need to be maintained for life time.
- Physical movement using the muscles and body frame. Function of the muscles and body frame are :
 - i. For movement – eg : running, walking, jogging.
 - ii. Helps to maintain posture (body shape)- eg: standing straight.
 - iii. Stabilise joints – eg : total joint movement.
 - iv. Produces heat – eg : warming the body while doing exercise.

1.2 Healthy body, healthy mind

- A pupil who is physically active is always mentally alert and smart. Pupils who are physically active are those taking part in sports activities (such as : olahraga), games (such as foot ball, sepak takraw, netball), and recreational activities (such as : biking, walking, jungle tracking, swimming). They are more energetic in doing work in school and at home.

When we do daily activities or chores, we need a lot of energy. If we are active, we wouldn't feel tired after doing our daily work or after games.

1.3 Leading a physically active lifestyle protects us from diseases

People need to be active to be healthy. Our modern lifestyle and all the conveniences we've become used to have made us sedentary – and

that's dangerous for our health. Sitting around in front of the TV, video or playing computer games for long hours, all contribute to our inactivity. Physical inactivity is as dangerous to our health as smoking!

1.4 It is important to do physical activity sufficiently every day

Physical activities involve all types of movements in our daily life that uses energy in such as during playtime, recreational activities, exercise and sports. Physical activity done for a period of 60 minutes daily is sufficient to maintain health or promote health status.

1.5 Physical activity provides many benefits towards health.

- Physical activity help to strengthen heart muscles and improve efficiency :
 - Assists in controlling high blood pressure.
 - Reduces the risk of heart attack and stroke
 - Improves the blood circulation throughout the body
 - Improves the function of the lungs and oxygen utilization.

- It improves the mobility of the joints and overall flexibility.
 - Prevents musculo-skeletal injuries and backache.
 - Increases performance in sports

- Improves tone and posture
 - Enhances physical appearance.
 - Reduces the risk og getting back/hip ache.

- Increases muscles strength and endurance
 - Our muscles are stronger and are able to move better and for a longer duration, for example, when lifting heavy things.
- Helps to control body weight and prevents obesity
 - Constant and proper exercise with healthy eating help to control body weight and prevent obesity.
 - Exercise helps to burn fat in the body and strengthens the muscle.

1.6 Guidelines for carrying out physical activity correctly and safely

Exercise and taking part in sports are physical activities which use a lot of energy and it involve movements. The right and safe method of doing exercise and sports :

- Three phases of exercise and sports :

First phase – warming up and stretching

Second phase – doing exercise and sports

Third phase – cooling down

- Exercise and take up sports regularly

At least 3 times a week, 20 minutes each time.

- Exercise and sports must achieve the Training Heart Rate

Each exercise session must achieve the Training Heart Rate for the benefit of the cardio-respiratory system.

Training Heart Rate means your pulse rate is between 120 – 150 pulse/minute which is equivalent to 60% - 85% of Maximum Heart Rate (formula $220 - \text{age}$)

- Adhere to the FITT principles :

FITT means :

- *Frequency* - *3-5 time a week*
- *Intensity (Effort)* - *60%- 85% of maximum heart rate*
- *Time* - *at least 20 minutes each session.
(Not including 3-5 minutes for warm-up and cool-down sessions)*
- *Type* - *aerobics, playing games according to your choice
e.g.: soccer, net ball, badminton, skipping, cycling etc.*

- Guidelines for carrying out physical activity correctly and safely

i) Proper sports attire

- Use suitable attires – avoid slippers and leather shoes. Wear clothes which are suitable and comfortable for the weather eg. thin and light clothes. Avoid wearing jacket and wind breaker.

ii) Avoid exercise, sports and physical activities within 2 hours after meals.

- This is to avoid nausea, vomiting and muscles pain because the food that you have taken is still not digested. During digestion, blood flow will be more vigorous in the stomach. At the same time, when you do exercise or take part in sports, more blood need to flow to the muscles in the legs. This will cause disturbance in the digestive and respiratory system. Therefore exercise and sports has to be done 2 hours after any meals.
- However, you can eat snacks like cakes and biscuit with drinks. But not to the extent that you are full. Rest for a moment.

- Drink enough water

- You have to drink enough water before exercise or involve in sports (preferably plain water). In fact it is encourage to drink 6 – 8 glasses of water per day. Drink every 15 – 20 minutes especially during hot weather. Don't wait until you are thirsty. After exercise or sports, drink water to replace lost of fluids in the bodu through temsporation. Avoid drinking can or bottle drinks which is gassy. You are encouraged to drink cold water before and after exercise because it is easily absorbed and helps to control your body temperature.

- Other guidelines for exercise

- Avoid using spoilt sports materials equipment.
- Avoid places which are unsafe and dangerous.

- If you are unwell, do not take part in exercise or sports.
- Avoid exercise and games if the weather is hot and humid, if it is too dark (night) or if the environment is hazy.
- Don't take a shower immediately after exercise, because it will affect your body system. Wait until your body has stopped sweating or your body has cooled down, before taking your shower.
- Stop exercising immediately if you have difficulties in breathing or pain in the chest.
- Wear reflectors while exercising or jogging at night.
- If you are jogging on the road, make sure you jog on the opposite direction of the road so that you are aware of the on coming traffic. Don't exercise on a busy road.
- Listen and follow strictly the safety guidelines given by your teacher.
- Inform your teacher if any accident occurs.

1.7 Exercise helps us to be physically fit

Exercise is a form of physical activity which is carried out within a certain time frame, repeatedly to improve fitness and health.

Fitness means a state where you are active physically and mentally and are able to carry out daily activities especially without being fatigued or

tired you are still able to be involved in recreational activities and at the same time have enough energy to face any emergencies.

There are two main component of physical fitness:

- Health related fitness
- Motor related fitness

1.7.1 Health related fitness helps to reduce the risk of hypokinetic diseases due to sedentary life style.

Diseases that are caused by unhealthy sedentary life style due to physical inactivity are diabetes mellitus, coronary artery disease, hypertension and stroke.

- Cardiovascular endurance

This is the ability of the heart muscles to function efficiently and improve blood circulation through out the body. The lungs, muscles and other organs also work together more efficiently. A person who is physically fit will be able to perform his duties for a longer period of time without experiencing tiredness and fatigue. A fit person possess a lot of energy and stamina to perform better.

- Muscular endurance

This is ability of a group of muscles to contract and perform for a longer period of time or perform repeatedly the same action. This assist the individual to perform any movements easily and more efficiently. This enables the person to carry a heavy load

for a longer period of time and perform repeatedly without feeling fatigued.

- Muscular Strength

This refers to the force and power that is generated within the muscle or group of muscles. Muscular endurance and muscular strength are quite interrelated with each other and influence other component of fitness. Strength activities helps your muscles and bones stay strong, improve your posture and helps to prevent diseases like osteoporosis. Examples of strengthening activities are abdominal curve and push ups.

- Flexibility

Helps you to move easily, keeping your muscles relaxed and your joints mobile. The elasticity of the muscle tendon, ligament and joints are well maintained to carry out the full range of motion of the particular joint. Regular flexibility activities helps you to live better and longer so that your quality of life are maintained as you get older. Flexibility activities include gentle reaching, bending and stretching of all your muscles group.

- Body Composition

Each individual should have a certain amount of body fat which is required for good health. Body fat provides regulation of body temperature, is a cushion for organs in the body and control important nutrients in the body.

1.7.2 Motor related fitness are for individuals who are involved in the competitive sports.

- Coordination

It is related to the effectiveness of body movement. Coordination of every part of the body results in a smooth, perfect and steady movement. Indirectly it shows the ability of muscle and senses to respond simultaneously in order to have the right movement.

- Balancing

Balancing means the ability to balance our body when the gravity point of the body changes. It will help to stabilize our body while moving or standing still.

- Power

This refers to the combination of the muscles strength and velocity. It refers to the ability of the individual to move at a speed suddenly within a short time. Power is produced by the strong contraction of muscles within a short time.

- Speed

This is the ability to change the direction of the body movement spontaneously and efficiently. It also changes the position of the body easily and perfectly.

- Reaction time

This is the time taken to move and to react after receiving a stimulus to do so. It is always related to vision and hearing senses. The ability to respond fast can help us to handle emergencies better.

- Velocity

This is the ability of an individual to keep moving speedily towards a certain direction within a short period of time. Velocity is related to the time taken to respond and to move. It is also determined by the length and frequency of steps taken or the speed of any moving part of the whole body.

2. DO PHYSICAL ACTIVITIES FOR FITNESS AND HEALTH

2.1 Movement and Moving

Movement and moving activities can develop strength, speed and flexibility. These activities involve a lot of hand and leg movements such as crawling, walking, running, rolling, jumping, balancing, skipping and galloping.

2.2 Movement on the spot

Moving on the spot doesn't need much space. Among the activities that can be done are turning and swinging.

2.3 Movement with equipments

Students are always moving while they are involved in activities. During movement, they can use various types of equipments such as balls, ropes, hula hoop and beans bag. They can be used for kicking, throwing and to roll to reach the target.

2.4 Exercise

Exercise helps to maintain health and fitness. It should be our daily activity. Exercises that can be carried out are aerobics and rhythm movements.

2.5 Recreational Activities

Recreational activities are those activities that can be carried out outdoors. It can be done with family and friends. Recreational activities help to relax your mind and make your body healthy.

- Activities outside the home
 - playing at the play ground
 - planting flowering plants
 - keeping the surrounding of our house clean.
 - cycling

- Activities outside the school
 - mountain climbing
 - jungle tracking
 - camping in the jungle

3. DO PHYSICAL ACTIVITIES EVERY DAY THROUGH OUT YOUR LIFE

Physical activities to improve health need not be very vigorous. It should be planned according to the ability of each individual, easy to do and encouraging. It must be suitable to your daily activities so that it doesn't appear like something that will needs extra time for it to be carried out.

3.1 Make physical activities a part of your daily life

- **Activities at school**
Participating actively in school co-curriculum activities :
 - Uniform squad such as Red Crescent Society and Scouts.
 - Sports such as gymnastic, tracks event and silat.
 - Games such as football, sepak takraw, net ball and volleyball.
 - Clubs and Society such as school bands and Road Safety Club.

- **Activities which can be done while playing**
 - cycling
 - walking with friends
 - participating in physical activities organized by your local area like aerobics.

- **Activities that can be done while helping your family**
 - gardening
 - tidying the house
 - cleaning house compound

- **Recreational activities**
 - Picnic
 - Camping
 - Kayaking
 - Rafting
 - Fishing

Section

4



Not Smoking

NOT SMOKING

PRIME MESSAGES

1. *Smoking is a habit that must be avoided.*
2. *Many benefits can be gained by quitting smoking.*

1. **SMOKING IS A HABIT THAT MUST BE AVOIDED**

- 1.0 Smoking can cause addiction
- 2.0 Smoking leads to severe consequences
- 3.0 There are many advantages to be gained by not smoking
- 4.0 Adolescents who smoke tend to have wrong perceptions towards smoking
- 5.0 Smoking by adolescents is an offence under the law
- 6.0 Adolescents must protect themselves, family members and friends from threats of cigarette smoking

2. **MANY BENEFITS CAN BE GAINED BY QUITTING SMOKING**

- 1.0 Smokers who quit smoking can gain many positive effects ie physiological, psychosocial and economics
- 2.0 Smokers can quit smoking successfully

1. SMOKING IS A HABIT THAT MUST BE AVOIDED.

1.3 Smoking can cause addiction

1.3.1 Cigarette contain nicotine, a drug that causes addiction

- Nicotine has a direct effect on your brain (central nervous system). It triggers the feeling of elation. From time to time a smoker must add the dosage of their nicotine intake up to a maximum level in order to get the same effect. This level have to be maintain by continue smoking. If they don't it can cause several withdrawal symptoms such as:
 - Depression
 - Fatigue
 - Craving
 - Difficulty to fall asleep
 - Anxious
 - Changes in appetite (appetite is increased)
 - Difficulty to concentrate
- Addiction is more prone to nicotine addiction. The younger you start to smoke the earlier you became an addict and the more difficult to quit.
- Nicotine is more addictive compared to cocaine and heroin. A study shows that 50% of ex -drug addicts in Malaysia are still smoking.

1.4 Smoking leads to severe consequences

- 1.4.1 Smoking can lead adolescences to be involved in drug and alcohol abuses.

A study conducted by The Ministry of Health Malaysia in the year 2000, shows that almost 100% drug addicts are smokers and 90% of those involve in alcohol abuse are smokers.

- 1.4.2 Adolescences smoking at both school and in public is a serious offence

Smoking can lead to serious disciplinary problems. Majority of adolescences who smoke are involved in disciplinary problems such as playing truant, fighting, vandalism etc.

- 1.4.3 Smoking affects students performance in school

Smokers have low stamina in terms of physical activities and are less interested to take part in sports activities in school.

- 1.4.4 Smoking affects student's appearance.

Adolescences who smoke will look less appealing because they appear untidy, dirty, have smelly breath, yellow teeth, blacken lips and coughing frequently.

- 1.4.5 Smoking causes acute diseases

Adolescences smokers can have gum disease and respiratory infection.

1.4.6 Adolescents who smoke are at higher risk of developing chronic diseases when they reach adulthood.

There are 40 diseases related to smoking. Majority of these diseases can cause death such as cancer, heart problems, stroke, emphysema, bronchitis etc.

Chronic Diseases as a Result From Smoking

Diseases	Risk in %
Lung cancer	930%
COPD (emphysema, bronchitis)	967 %
Laryngeal cancer	748 %
Mouth and throat cancer	455 %
Esophageal cancer	401 %
Stroke	477 %
Cohn's disease	519 %
Heart disease (ischaemia)	472 %
Bladder cancer	272 %
Arteriosclerosis	254 %
Peptic Ulcer	207 %
Pancreatic cancer	186 %
Pneumonia	147 %

1.2.7 Smoking accelerate aging process

Smokers tend to look old, their skin tend to wrinkles and their hair turn grey.

1.2.8 Smoking cause infertility.

1.1 There are many advantages to be gain by not smoking

- Non-smoking adolescences are more out -standing, matured and have higher self-confidence and have good appearance.
- Adolescences who do not smoke have higher academic achievements because they face less learning problems.
- Adolescences who do not smoke have more stamina and are protected from getting diseases. Almost all of our young champion athletes do not smoke.
- Adolescences who do not smoke are usually more cheerful, happier and rarely suffer from depressions.
- Adolescences who do not smoke are more popular and likely to be friended by others. Majority of these adolescences tend to be better students
- Adolescences, who do not smoke do not waste money.

1.2 Adolescences who smoke tend to have wrong perceptions towards smoking

- 1.2.1 Comparisons between the wrong conceptions of smoking among adolescences and actual facts about smoking are as below :-

Wrong perceptions on Smoking among Adolescences	True facts about smoking
<ul style="list-style-type: none">• Smoking symbolizes adulthood and maturity.	<ul style="list-style-type: none">• Most adolescence that do not smoke in fact more mature. Adolescences who smoke are actually have low self - esteem
<ul style="list-style-type: none">• It is easier for one to make friends by smoking.	<ul style="list-style-type: none">• By not smoking adolescences will get more friends with good character.
<ul style="list-style-type: none">• Smoking as a source of inspirations.	<ul style="list-style-type: none">• Smoking does not produce any inspirations but serve to alleviate addiction. It is this addiction that caused someone not to be able to think productively.
<ul style="list-style-type: none">• Smoking makes men look macho and women more trendy.	<ul style="list-style-type: none">• Being macho and trendy are actually false impression created by the tobacco companies through advertisements. The true facts are the opposite. Smokers more untidy, old and have smelly breath.
<ul style="list-style-type: none">• Smoking makes one's slim.	<ul style="list-style-type: none">• Smoking is not the right way to make one slim. The correct way are through exercise and healthy eating. These methods are not only more effective but last longer. As a result you can avoid various diseases such as cancer, heart diseases etc.

1.3 Smoking by adolescences is an offence under the law.

1.5.1 Under regulation 8A, Control of Tobacco Product Regulation (1997) amendment. It is an offence for youth and Adolescences under the age of 18 years and below to smoke, purchases or possess any tobacco products

1.0.0 Adolescences who are found guilty under this regulation can be fined up to a maximum of RM1000.00

2.0 Adolescences Must Protect Themselves, Family members and Friends from threats of cigarette Smoking

7.0.0 Adolescences can protect themselves from being trapped into cigarette smoking by:-

- Equipped themselves from the danger of smoking
- Built self confidence and says no to smoking
- Be positives towards all challenges faced
- Get involves in school activities.
- Always abide to religious teachings
- Not to be deceived by any forms of cigarette promotions or advertisements

8.0.0 Adolescences Can protect their family members through the following actions:

- Be a good role model among family members by not smoking.
- Foster a good relationship among family members.
- Carry out activities together with other family members for exemple playing and eating together.

- Share information's about the hazards of smoking
- Keep reminding each other regarding the dangers of smoking
- Create smoke free home

9.0.0 Adolescences can protect peers by doing the followings: -

- Disseminate information about the dangers of smoking.
- Advise and remind each other not too take up smoking.
- Forbid bad behaviours among peers.
- Give guidance to friends who are trapped in the smoking habit to quit.

2. MANY BENEFITS CAN BE GAINED BY QUITTING SMOKING.

2.1 Smokers who quit smoking can gain many positive effects ie physiological, psychosocial and economics.

1.0.0 The positive physiological effects gain are as follows: -

- Within a few hours of quitting, the circulation system of your body will be free from nicotine. Within two to three days all the nicotine by- products will completely disappear.
- After six hours, the pulse will return to normal level and so is the blood pressure.
- After 24 hours, carbon monoxide will start to disappear from the body thus, enabling more oxygen to be absorbed by your red blood cells.

- After 2 day's sense of taste and smell will be back to normal. Your appetite will increase.
- After a few weeks, the cilia in the respiratory tract will recover and return to its normal functions of clearing any particles trapped in the respiratory tract.
- After two months, blood circulation throughout the body especially at the peripheral region will return to normal in your toes, finger and reproductive organ.
- After 3 months, fertility in both male and female will return to its normal, similar to non-smokers.
- After a year the risk of getting several chronic diseases will reduce to half.

2.1.2 The positives psychosocial effects are as follows:-

- Freedom from clutches of addictions.
- Self-confidence increases.
- Performance at school, both academic and co-curriculum activities will improve.
- Life will be more cheerful.
- Appear more attractive and neat.
- A new mature and stylish imej will develop.
- Be a good role model to family and peers.
- Will not be marginalized by peers majority of whom do not smoke.

2.1.3 The economics benefits that can be obtained by quitting smoking:

- Substantial amount of money can be saved by quitting smoking. Details of money save as calculated in the table below:

Number of cigarette and cost	10	20	30	40
Cost of cigarette per day (RM)	2.50	5.00	7.50	10.00
Cost for a week (RM)	17.50	35.00	52.50	70.00
Cost for a month (RM)	75.00	150.00	210.00	280.00
Cost for a year (RM)	900.00	1800.00	2,700.00	3,600.00
For 5 years (RM)	4,500.00	9,000.00	13,500.00	18,000.00
10 years (RM)	9,000.00	18,000.00	27,000.00	36,000.00

- By quitting smoking money spent on medical expenses can be saved.
- By quitting smoking the risk of fires can be reduce at least 10% (10% of domestic fires are caused by lighted cigarette).

2.2 Smokers can quit smoking successfully

- Smokers can have excess to these services at any quit smoking clinics. There are many quit smoking clinics available at the government hospitals and clinics throughout the country.
- Smokers can quit successfully through counseling and Nicotine Replacement Therapy (NRT).
- Services provided at the quit clinics given are free.

- Students who have smoking problem can get advise from their school counselor.
- Smokers can learn how to quit on their own by referring to quit smoking manuals as a guide.

Section 5



Handling Stress

HANDLING STRESS

PRIME MESSAGES

1. *Stress is part of our daily life.*
2. *Stress can affect us in many different ways*
3. *Anger is a major emotional problem as a result of stress.*
4. *Anger can influence a child's life.*
4. *One of the ways to lessen stress is to learn to manage anger effectively.*
5. *Adults can help children to cope better with their anger.*

1. STRESS IS PART OF OUR DAILY LIFE

- 2.3 Stress is the physical, emotional and mental response to change.
- 2.4 There are many sources of stress.

2. STRESS CAN AFFECT US IN MANY DIFFERENT WAYS

- 1.1 Reactions to stress vary.
- 1.2 Stress can have either positive or negative effects on an individual.
- 1.3 The consequences of stress can vary in presentation and severity.

3. ANGER IS A MAJOR EMOTIONAL PROBLEM AS A RESULT OF STRESS.

- 1.1 It is natural for everyone to feel angry at times.
- 3.2 Anger can be expressed many ways.
- 3.3 Uncontrolled anger can be harmful to us and to others.

4. ANGER CAN INFLUENCE A CHILD'S LIFE.

- 4.1 Children are often affected by adults' anger.
- 2.1 Feelings of anger can build up within children.

5. ONE OF THE WAYS TO LESSEN STRESS IS TO LEARN TO MANAGE ANGER EFFECTIVELY.

- 5.1 We should not deny anger but learn to control and express it in an appropriate manner.
- 5.2 Children can learn ways to make them less likely to become angry

6. ADULTS CAN HELP CHILDREN TO COPE BETTER WITH THEIR ANGER.

- 6.1 Adults should recognise when a child is angry.
- 6.2 Children cope better when they have supportive and understanding adults.

1. STRESS IS PART OF OUR DAILY LIFE.

1.1 Stress is the physical, emotional and mental response to change.

- All of us experience stress - at home, school or work.
- We all need some amount of stress in order to function effectively. It can be a good motivating factor.
- What is perceived as stressful differs from one individual to another. The way we react depends on our genetic make up and previous experiences.
- People can react to stress positively or negatively. Negative response to stress would be to behave in an aggressive manner, while a positive response would be to think, to evaluate the situation and then only to react.
- Children, like adults, do experience stress. Children today seem to encounter many stressful events and at an earlier age.
- An unhealthy response to stress occurs when the stressor exceeds an individuals' coping ability. Most children experience stress when they feel or think that a situation is difficult and they do not have the resources to cope; for example when a child is unable to face the demands of schoolwork and high expectations from the parents and teachers. These children could end up with either emotional (depressed, anxiety or phobias) or behavioural difficulties (truancy, delinquency, lying or stealing).

1.4 There are many sources of stress.

Sources of stress are from the individual, the home, school and the community. The sources of stress include:

1.2.1 Individual:

- Ambition and self expectation self-esteem, sense of security, confidence
- Fear of failure
- Changes in their bodies, illness.
- Comparison with others including siblings or friends.
- Labelling by others e.g. “you are useless”

1.2.2 Home:

Inter-parental conflicts, parental separation or divorce, loss or separation resulting from death, illness or hospitalisation, unable to meet the expectations of parents, conflicts with parents and siblings, birth of a sibling, moving house or death of a pet.

- Changes in parent’s job requiring long periods of absence from home.
- Neglect or abuse.

1.2.3 School:

Going to school, change of school, being punished or ridiculed at school, serious or prolonged arguments with friends, being bullied, taking too many activities, too high expectations, loss of friendship.

1.2.4 Neighbourhood/community:

Socio-economic disadvantage (e.g. no playground, no proper sewage, water and electricity supply), overcrowding and unsafe neighbourhood (e.g. alcoholism, drugs, prostitution)

4. STRESS CAN AFFECT US IN MANY DIFFERENT WAYS

5.1 Reactions to stress vary.

5.1.1 Reactions to stress vary with:

- The child's stage of development,
- Ability to cope,
- The length of time
- The intensity
- The degree of support

5.1.2 The two most frequent negative indicators that children are stressed are change in behaviours and regression in behaviours

Change in behaviours

Children under stress change their behaviour and react by doing things that are not in keeping with their usual style.

Regression of behaviours

Younger children:

- Withdrawal,
- Feelings of being unloved,
- Clinging behaviour,
- Being distrustful,
- Not attending to school or friendships
- Disobedient,
- Temper tantrums,
- Having difficulty expressing their feelings

In the older children:

- Worry about the future,
- Complain of headaches,
- Have trouble sleeping,
- A loss of appetite
- Difficulty concentrating on their school work

- Bed wetting

In adolescents:

- Feel angry easily
- Feel frustrated
- Lack of self-esteem
- Have a general distrust of the world especially towards the adults.

Sometimes adolescents will show extreme behaviours ranging from not doing everything they are asked, from rebelling and breaking all rules to taking part in high-risk behaviours (drugs taking, smoking, shoplifting, or skipping school). Depression and self-harm are other consequences of stress.

Regression of behaviour

Regressive behaviours are behaviours that are seen in earlier phases of development such as thumb sucking, feeling frightened without their parents.

2.2 Stress can have either positive or negative effects on an individual.

The **positive effects of stress** can motivate one to improve oneself. It can help children to consider options, finding solutions or finding suitable comfort area for themselves. Instead of throwing tantrums or crying, a child would be more willing to accept challenges or commitment e.g. entering a competition.

The **negative effects of stress** can be varied in presentation and severity.

- The negative effects can demoralise an individual leading to crying episodes, temper tantrums, retreating from unpleasant situations,

feeling anxious, exhausted, tensed or isolation, become angry or aggressive (verbal and physical).

- They can also present with physical illness (e.g. complaints of headaches or stomach ache).
- The most worrying negative effects are the extremes of behaviour from being disobedient (e.g. breaking school rules) to taking part in high-risk behaviour including drugs abuse, smoking, shoplifting to self-harm.

1.0 The consequences of stress can vary in presentation and severity.

Problems begin when ordinary stress becomes too much for a person to cope. In severe situations, one can experience overwhelming stress to the point of burnout and it can lead to risk taking behaviour or emotional changes.

Consequence of stress can vary in presentation and severity depending on the individual experiencing it, the severity and duration of stress.

2.4.1 Psychological symptoms: when under stress, they are not able to make decisions; they have poor concentration, poor attention and memory, nightmares, have negative thoughts and feelings of being hopeless, worthless and self-harm. They worry about the future, have trouble sleeping, bed wetting, changes in appetite (poor or increase in appetite) and weight.

2.4.2 Emotional: a child under stress may appear fearful, sensitive, angry, anxious or restless. They may also appear to be irritable, feel sad, low self-esteem, lack of confidence and feel depressed. They have feelings of shock, grief, anger, resentment, guilt, and

shame. They have difficulty taking interest in their day-to-day activities.

2.4.3 Physical: Physically, children under stress may be more prone to accidents, illness, ulcers, and/or headaches and abdominal pain. They may have lower energy levels (tires easily), constipation, or diarrhoea even though they maybe physically healthy. They may bite their fingernails. They will feel tensed, fatigue or edgy. They may also have difficulty sleeping, bodily aches or pain, being startled easily, racing heartbeat, nausea, change in appetite, change in weight, pain all over the body and feel feverish. They may experience frequent attacks of infection, asthma, eczema or migraines.

2.4.4 Behavioural: they would have poor appetite, neglect in self-care, appear defiant and exhibit aggressive manner such as bullies others, lying, stealing, vandalism or isolate themselves. Others may exhibit over eating, sleeping all the time, complaints of feeling tired and complaints of arches and pains all over their bodies. They may even turn to substance abuse to self-medicate themselves.

2.4.5 Interpersonal relationships: can present as difficulties at school, work or in relationship with others i.e. friends or parents such as distrust, irritability, conflicts, withdrawal, isolation, feeling rejected or abandoned.

4.2 Stress can be managed

We must learn to live with stress because it is part of life ways to manage stress :

- Think positive. Identify the cause of negative thinking and deal with them constructively.
- Learn to like yourself. Make the best of what you have. Learn to accept what you cannot change. Do not worry too much about your shortcomings.
- Share your problems with your family and friends. They maybe able to offer help and moral support.
 - Plan your time well.
 - Take up a hobby.
 - Learn to relax.
- Learn to be assertive – learn to say NO.
- Set realistic goals for yourself. It is important for you to realise that not everything is as important as you may believed it to be. Not everything is within your reach or control.
 - Stay healthy by exercising regularly, eating wisely and getting enough sleep.
 - Do not smoke or drink alcohol to relieve stress. They would not solve your problem. They would only make the situation worst.

3. Anger is a major emotional problem of stress.

1.0 It is natural for everyone to feel angry at times.

Anger is an emotional response to hurt, frustration, threat or loss. Anger can affect our mood and can influence our actions. Anger becomes a problem when:

- It occurs too frequently,
- Too intense,
- Last too long
- Occurs in an inappropriate situation and
- Leads to aggression.

2.0 Anger can be expressed in many ways.

When someone feels angry, they may experience anger in three different ways:

- (f) Physical signs: Tightness of chest, difficulty breathing, increase heart rate, trouble sleeping
- (g) Emotional response: Sarcasm, cynicism, suspiciousness, depressed, unforgiving, apathy, decrease creativity, irritability and outburst.
- (c) Behavioural response:

Aggressiveness (e.g. shouting, throwing things or hurt others)

Passivity (repress their feelings and withdraw),

Passive aggressive (getting back at people indirectly although they outwardly may seemed to agree)

Avoidance and denial

Recognising some of the warning signs of anger can help reduce, if not prevent angry feeling.

3.3. Uncontrolled anger can be harmful to us and to others.

Anger if not control, can lead to difficulty performing everyday task, carrying out responsibilities, feeling displeasure, irritation, frustration.

In anger, we may say things that can hurt other's feelings or self-esteem. In extreme cases anger can be destructive. It may be expressed in an aggressive manner e.g. attack others which may cause serious harm and injuries.

4. Anger can influence a child's life

5.0. Children are often affected by adult's anger

When adults are angry, they can take it out onto their children either physically or verbally to the extent that the child can be abused.

Children then learn to react to their anger by modelling from what they observe from the adults in their surroundings. When they are angry themselves, they react in a similar aggressive manner, e.g. they can fight with others or destroy the things around them. They can be disobedient and bully others.

If children are able to express anger appropriately it can often be a **creative force that will motivate them and help them move forward**

and change their life. Anger can be used as positive energy to help us exercise harder, work faster and to accomplish more.

6.0. Feelings of anger can build up within children.

It would be helpful to know what makes children angry:

- Disagreement between adults, friends on issues of beliefs and values e.g. to do their homework, to clean up their rooms, their dressing.
- Frustration of being stopped by someone or something from doing something that they want to do e.g. going out, going to play, and watching television.
- Unmet wishes e.g. when they want new things – new toys, going out to play, going on holiday, hand phone, new clothes, ear piecing, dye hair.
- Infringement on their rights e.g. unfair treatment, embarrassment, verbal or physical abuse, betrayal of trust, judgemental.
- Inflexibility: The main causes of anger are rigid beliefs, e.g. 'should', and 'ought to' 'must'. They are not getting what they want and things are not the way they think they should be. This generates a lot of displeasure or antagonism toward someone or something that comes with the realization that things cannot always be in their control. The more flexible their beliefs the less likely they are to feel frustrated and become angry.

5. One of the ways to lessen stress is to learn to manage anger effectively.

5.1 We must recognise anger and learn to control and express it in an appropriate manner.

There are various ways to manage anger. All of them begin with the necessity to acknowledge anger and to maintain composure. **Do whatever it takes to relax** so that you can constructively handle the situation.

Expressing your angry feelings in an assertive not aggressive manner in the healthiest way to express your anger. Anger should be expressed to the person, at the time it arises and in the right way.

Steps in anger management:

- Acknowledge your anger – the first step of managing anger is to admit that you are angry.

“I am angry now”

- Cool down (e.g. count to 10, take a deep breath, say a prayer)
- If you feel that you are losing control over your temper, leave the place immediately (i.e. time out)

- It is a good to organise your thoughts before you attempt to talk to the person with whom you are angry.

“I have to calm down”

- State or identify the problem that cause the anger – it is good to figure out why they act that way towards you.

“Why am I angry?”

- DO not say things to hurt or punish the other person
 - “You are stupid”
 - “I don’t want to talk to you”
 - “ I hate you”
 - “If you don’t let me go with my friends, I will ran away”

- Stick to the issue, do not dig up old arguments and do not be personal
 - “You are a stupid person”
 - “You broke my pencil last year, I feel angry about it”
 - “You did not allow me to play with you last week”

- Communicate your anger in a positive way – explain to the other person without blaming them. Use “I” statement instead of “You” to encourage the discussion e.g.’ *I feel really angry when...*’ and not ‘*you make me angry*’. This is to make each person feel responsible for his or her own actions.

- Try to stay calm and to control your voice.

- Make an effort to listen. Allow the other party to express their views; they may have different needs from you. Knowing your needs and those of others would be helpful to understand the source of your anger.

- Learn to forgive and to accept people will make mistakes.

- Children must learn to think through their problems and accept opinions, explanations and suggestions of others e.g. parents and teachers

- When the situation is too much for you to cope or if your safety is threatened you should walk away and seek help e.g. when a child is being bullied, he should get help from a teacher.
- Writing down and expressing your feelings is a good outlet e.g. talked to another person about your opinion.

5.2. Children can learn ways to make them less likely to become angry

- Think positively
- Exercise regularly
- Develop hobbies
- Make time for study and play
- Sleep early and wake up early
- Have a mentor or someone to talk to

6. Adults can help children cope better with to anger.

5.3 Adults should recognise when a child is angry.

Objective indicators (a check list) that may help an adult to know if a child is angry includes:

- A child with no friends
- A child keeping to themselves at most times (withdrawn)
- A child that has negative views of his/her abilities
- A tearful child when not in a sad situation
- An aggressive child
- A child that is not able to sustain attention and concentration for long

6.2 Adults can help children to better cope with their anger.

Children require a good amount of support from their parents, teachers, classmates and friends to cope with anger. There are many ways that adults can help children cope with their anger e.g.:

- To spend time with their children and encourage them to talk about their difficulties
- Help children to build their self-esteem*
- Help children to be assertive*
- Show how they can cope in a healthy way – keep calm, control their anger, think through a plan and share the plan through with another person.
- Help children think through the consequences of their actions – teach them problem-solving skills (IDEAL).

- I - Identify the problem

 - D - Describe possible options

 - E - Evaluate consequences of each options (the pro's and con's)

 - A - Act – Choose an option to act upon

 - L - Learn – Review how well the action was carried out and praise all efforts
-
- Foresee stressful situations and help them to be more prepared

 - Do not overload them with too much responsibilities and activities

 - Use gentle humour

 - Encourage children to develop other social support e.g. friends, grandparents, relatives*

 - Encourage children to develop other interest e.g. hobbies or extracurricular activities

 - Get professional help when the problems goes beyond what you can cope

 - Effectively deal with inter-parental conflict:
 - Resolve conflicts and problems tactfully and do not involve children in arguments
 - Never argue in front of the children
 - Never criticise each other in front of the children
 - Assure children that they are not the cause of the conflicts

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KEMPEN CARA HIDUP SIHAT 2003
“SIHAT SEPANJANG HAYAT”
KEMENTERIAN KESIHATAN MALAYSIA**

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